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ABSTRACT

This Coordinator's Guide accompanies the module Developing and Conducting In-Service Programs. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but the coordinator is given optional lecture outlines, as well as specific directions for carrying out and evaluating each activity. Competencies to be developed in participants include: resource assessment, action plan development, knowledge of inservice modes, sensitivity/ flexibility listening and paraphrasing. The workshop is intended to help Guidance Directors and similarly-titled people increase their understanding of the stages, activities and issues involved in inservice program development for counselors. (Author/BP)

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Staff Development Guidelines

COORDINATOR'S GUIDE

Developing and Conducting In-Service Programs

by
Al Stiller

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Consortium on Competency-Based Staff Development

CG 011 798

COORDINATOR'S GUIDE

DEVELOPING AND CONDUCTING IN-SERVICE PROGRAMS

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward those persons who will be responsible for providing inservice programs for career guidance personnel. Such persons usually will be the Director of Guidance or similarly-titled leaders, but they might include others who have been assigned responsibility for staff development.

The module will help participants increase their understanding of the stages, activities, and issues involved in developing an in-service program and of the competencies required. Upon completion of this module the participant's proficiency in four selected areas will be extended: resource assessment, knowledge of in-service modes, sensitivity/flexibility, and listening/paraphrasing skills.

Module Objectives and Criteria for Achievement

On successful completion of this module, you will be able to:

Objective 1. List the sequence of stages and at least three issues or problems likely to occur at each stage in developing an in-service program.

Successful completion of this objective will require participants to list the three stages in order and three issues or problems relating to each stage.

Objective 2. Identify at least five problems relevant to developing an in-service program which exist in a description of a similated school situation.

Successful completion of this objective will require participants to read a description of a school situation and identify five of the eight problems relevant to the description.

Objective 3. List at least eight of eleven modes of in-service education with one benefit and one loss that might be anticipated from the use of each mode.

Successful completion of this objective will require participants to list any eight of the eleven modes listed with one benefit and one loss for each.

Objective 4. Recognize and identify a group leader's sensitivity/flexibility behavior.

Successful achievement of this objective will require participants to rate a group leader's behavior in a simulated group activity.

Objective 5. Demonstrate listening/paraphrasing skills.

Successful achievement of this objective will require participants to listen/paraphrase while being observed and rated.

(See the Assessment Criteria on page 30 for the scoring keys for each objective.)

COORDINATOR'S ROLE AND FUNCTIONS

Your role as Coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the post-assessment items, the competencies which are part of the assessment

(see the "Assessment Criteria"), and the Follow-up Step. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of the Coordinator

Prior to the Workshop:

1. Study the module and this guide thoroughly.

2. Secure all necessary materials. Newsprint is recommended for the making and posting of lists. Some materials will have to be duplicated.

3. If you are not thoroughly familiar with one or more of the activities presented in the module, practice it. Perhaps a simple "walk-through" will suffice, or you may wish to engage in a thorough examination.

At the Workshop:

1. Introduce yourself to the participants. Have them introduce themselves to each other. You may wish them to make a name tag or card.

2. Briefly explain your background and the role you will play in the module.

3. Establish time limits (e.g., lunch, when the workshop ends). Stick to the time limits.

4. Have participants read the module objectives. Summarize in terms of a brief overview of what is to be expected.

5. Conduct the Introductory Activity. Add your own expectations and contributions. Check for possible lack of understanding and/or willingness to participate.

6. Start the participants on the text. (If you are going to give mini-lectures, have the outline visible to participants.) Lead discussions and competency development activities as you go through the module. (Watch your time limits! It's easy to run overtime.) Provide feedback on the practice activities (see "Assessment Criteria"). Collect evaluation data on the participants.

7. Conduct the postassessment. Remember that the following assessments will be taken concurrently with the competencies:

- ratings of Coordinator and group on sensitivity/flexibility
- ratings by peers on listening, paraphrasing

(You will need to complete the sensitivity/flexibility analysis while the participants are completing the postassessment.)

MODULE OBJECTIVES AND OUTLINE

Have participants read module objectives and outline. Answer any questions that arise. Make sure that participants understand what it is they should be learning and what the activities are intended to accomplish. If necessary, indicate the relation of the scope of this module to the list of competencies on pages 8-9 of the module.

INTRODUCTORY ACTIVITY

Have participants read the Introductory Activity. Allow a brief discussion period for the questions following the dialog, then have them list their expected results in the space provided. Allow only two to three minutes for this activity. It is likely that participants will want more time, but you are interested only in what comes to their minds quickly. If you allow more time, some of the participants will try to create a masterpiece to please you.

Do the same for their contributions. This may be a new type of act for many participants, so expect some resentment.

Ask each participant to state her/his expected results and write that statement for the group to see. Newsprint is best because you can post the completed sheet for later perusal; but if no newsprint is available, use a blackboard. Just make sure you have plenty of writing space.

When you are collecting statements, give no verbal or non-verbal cues showing approval or disapproval. Accept a participant's statement that s/he can think of nothing to expect or contribute. This is not the time for judgment.

When the participants are finished, add your own expectations and contributions. Like them, be honest, be fair, be brief.

Give everyone a chance to study each list, perhaps five minutes.

LIST OF COMPETENCIES

This list represents the author's concept of the competencies required of inservice leaders at each stage of development of an inservice program. The length of this list might overawe some of the participants. Point out that any leadership function requires a variety of competencies and that many of the participants already possess an adequate functioning level for many of the competencies. Also point out that there is nothing sacred about such a list and encourage *some* modification of it. (However, do not go to the extreme of radical reconstruction of the list; time does not permit this.) This list of competencies is found on pages 8-9.

Ask participants to make substantive changes only and not to worry about semantic differences. Note that the list is repeated in the Appendix as a self-rating scale.

COMPETENCY DEVELOPMENT

It is obviously impossible to attempt to help participants develop a high degree of proficiency in each of the competencies required of inservice leaders. In addition, it is likely that some participants are already proficient in one or more competencies. Hence, it was necessary to select a sample of competencies to work on.

Selection was based on the following considerations:

- the competencies should illustrate some that are abstract and/or complex and hence difficult to translate to activities
- the competencies should illustrate a range of time requirements
- the competencies should illustrate the principle of sequential reinforcement insofar as possible (e.g., the *process* of the sensitivity/flexibility activities is designed to enhance those competencies; the *content* of the activities reinforces previous learning about problem identification and program development)
- it would be helpful to deal with as many competencies as time would permit

The four competencies are: (1) resource assessment, (2) inservice modes, (3) flexibility-sensitivity, and (4) listening/paraphrasing.

OUTLINE OF TEXT FOR OPTIONAL LECTURE FORMAT

On the following pages, you will find an outine of the material in the text section. The purpose of this outline is to provide you, the Coordinator, with the option of giving a series of mini-lectures on the information, having the participants read the text section, or combine the two. If you choose this format, be sure to familiarize yourself thoroughly with the module text so your lecture effectively equips participants to meet the objectives. If you decide to lecture, you may wish to put the outline on transparencies and use an overhead projector to enable the participants to follow along.

Lecturing should make the material seem more real or understandable to participants. There is no need to cover each item of knowledge; instead, you may wish to explain a section from your own experience.

When you have completed your lecture, allow time for questions and/or discussion. If someone wants to make a substantive change in the text, get the sense of the group. If it is overwhelmingly in favor of or against the proposal, accept the group's judgment. If not, simply say to the person making the proposal that s/he can make that change for him or herself, and so can any others who wish to do so.

I. Principles of Inservice Education (p. 10)

- A. Emphasis on skill development (helping skills)
- B. Emphasis on whole-person learning. Includes thinking, feeling, choosing, and acting on the part of the participants
- C. Guided practice
- D. Psychological safety for participants
- E. Help participants feel that they belong to (are a part of) the sponsoring organization.

II. Stages in Development of Inservice Program (p. 11)

Caveat - the leader must recognize that the persons who are to participate in the inservice program are likely to resist its establishment and fulfillment. The resistance may take either overt or covert form, or both. This resistance will continue until a critical point has been reached and passed; when the participants "feel ownership" of the program and take responsibility for its success upon themselves.

A. Stage One - Problem Identification (p. 11)

1. Target groups - guidance staff
   - students
   - parents
   - teachers
   - administration

2. Activities to be performed

   a. inform people of presenting problem or need

   b. solicit information

   c. interpret information, make recommendations for needed change

3. Techniques

   a. meet with target groups

   b. questionnaire; interview

   c. committee consisting of representatives of target groups

4. Issues/problems to be faced (p. 12)

   a. likely lack of real (as contrasted to verbal) support by administration

   b. likely resistance by guidance staff

   c. possibility that supportive techniques generally used by administration (e.g., fiat, manipulation) may increase resistance by guidance staff

   d. general lack of knowledge of how to help guidance staff develop through inservice

   e. need for all target groups to feel involved and important from the beginning

   f. possibility that other target groups will use the situation as an opportunity to "whip" guidance staff

5. Resource Assessment: What is it? (p. 13)

   a. simplified version of Lewin's Force Field Analysis

      1) requires identification of all the forces that operate on the situation under consideration

      2) classification of those forces into two categories
         i) helping (facilitating)
         ii) hindering (restraining)

      3) requires assignment of weights or factors to indicate strength of that force
         i) requires time, energy, and preliminary knowledge
         ii) for inservice purposes, not necessary

      4) Force Field Analysis would be a hindering force

      5) Resource Assessment takes less time and would be a helping force

6. Developing an Action Plan (pp. 15-17)

   a. hindering forces - most important consideration when trying to create change. Determine 3 or 4 most important and arrange them in a natural rank order.

      1) find one which is most solvable

   b. planning for action - 8 steps to follow (p. 15)

      1) brainstorm ideas for eliminating first hindrance

      2) choose the best ideas (realistic, achievable, and/or desirable

      3) decide who should expedite each idea

      4) list needed materials and resources

      5) put ideas and actions into a time sequence

      6) plan for commencing the action sequence

      7) plan to periodically evaluate results

      8) be prepared to revise plans as needed

ACTIVITY 1

COMPETENCY DEVELOPMENT: ASSESSING RESOURCES IN A "TYPICAL" SCHOOL DISTRICT

This activity is found on page 14 of the module.

If you are familiar with Force Field Analysis, you will recognize that resource assessment is a layman's version of it. Although it is not precise or scientifically rigorous, it is a necessary and useful tool for all planning. It provides a diagnosis of the factors that likely caused the situations now in existence and will certainly affect any attempt to change that situation. Since inservice programs change, we must take cognizance of those causal factors before we can anticipate that change will occur as a result of our efforts.

Allow the group time to grasp the concept of resource assessment in simple terms. Once they feel comfortable with the concept, move on. While the participants are thinking about conditions that could affect the development of an inservice program in their district, write down (on separate sheets of newsprint or adjoining sections of blackboard) the headings "helping" and "hindering." When the participants are ready, solicit all helping forces and then all hindering forces. Accept each statement as made except to clarify what is meant. If two or more participants list the same or very similar forces, just place a tally next to the one already listed.

When everyone has had a chance to contribute, ask participants to reduce the list by: combining items that are similar, absorbing one item into another if appropriate, eliminating items that are inoperative or by any other way that makes sense. Some people may want to fight for a favorite expression; if so, let them retain it. You want them to experience the process of refinement and you don't need to have a perfect product.

When the group has finished, ask them to take another look at the total list. Is it inclusive--does it include everything that belongs? Is it exclusive--is there anything in it that doesn't belong?

ACTIVITY 2

COMPETENCY DEVELOPMENT: DEVELOPING AN ACTION PLAN

This activity is found on page 18 of the module.

Go back to the list of forces developed for *Assessing Resources in a 'Typical' School District.* Ask the participants to look at the helping forces. Is there any one helping force listed that is so strong that its presence guarantees success no matter what else exists? (Usually there isn't. But if there were, we could forget about the action plan.) Now ask them to look at the hindering forces. Is there any one hindering force that is so great that it would prevent success unless it were removed or modified? (Usually there isn't. But if there were, we'd either have to drop our plan for inservice or modify that force before we could move ahead.)

When the participants identify the most important hindering forces, there will be a tendency to try to make some "better than" others. Keep the participants aware that the purpose here is merely to identify which of many possible directions seem to offer the most promise of return. The same reasoning applies in the choosing of one force for which an action plan will be developed.

This competency introduces the technique of brainstorming. It is likely that all participants have heard about brainstorming and many have engaged in it. Their previous experience won't prevent some from breaking the rules. Briefly explain brainstorming. Stress that *quantity* is desired, so anything that comes to mind should be said, no matter how wild or fantastic it seems. No one should comment on or criticize another's suggestion, but participants can build on ("hop-scotch") someone else's ideas. Only one person should speak at a time, but everyone should have a chance to say something.

For a sample exercise, allow the group one minute to think of *"all the possible uses of a bathtub"* or choose a topic of your own. Make sure it's a fun topic. If the group handles the sample well, go on to the planned activity. If the group experiences difficulty with the sample exercise, repeat the rules and the practice session, using another topic.

The steps in action planning are described in the module. Your task is to keep the group moving along. Some participants will want to discuss some points at length; this is a delaying tactic. Some will move off on tangents; this is a diversionary tactic. Keep the participants aware that they are working within a limited time framework and that they are working toward a plan that is reasonable and realistic, as well as desirable. Momentum is important, not only in this module, but when the participants attempt to translate their experiences to their real-life situations.

I. Stage Two - Program Development (pp. 19-22)

A. Target Group - steering committee of one or more persons from group that will participate in inservice program. Rough rule of thumb - perhaps 10% of the total group.

B. Factors Relevant to Developing an Inservice Program. These all interrelate with one another. (p. 20)

1. Need for pre-service work--getting people interested and desirous for inservice program

2. Reason for the inservice program

a. Is the program one that participants saw a need for and requested *or* is it one that developed because of some other person's or group's request or order?

b. The real reason for the program (as opposed to the "public" rationale) should have been determined in Stage One and should be understood by the steering committee.

3. Persons to be involved

a. Total guidance staff?

b. Related workers?

c. Part of guidance staff? If so, how selected?

d. Selected individuals? If so, how selected?

4. Focus of attention

a. Skill development

1) general or basic skill
2) specific skill
3) pre-packaged program (e.g., Career Insights and Self-Awareness Games)

b. Understanding

1) general or basic
2) specific to skill

c. Knowledge

d. Value or attitude change

5. General approach

a. Communication skills (see 4a)

b. Competency acquisition (see 4a) [will also be related to 4b and 4c, depending on nature of competency to be acquired]

c. Theory - base (see 4b)

d. Self-awareness (see 4a)

6. Mode of inservice
   a. Lecture
   b. Discussion
   c. Reading
   d. Audiovisual materials
   e. Field trip
   f. Intervisitation
   g. Interview
   h. Demonstration
   i. Self-improvement group
   j. Role-playing
   k. Directed practice
7. Emotional impact of activity upon participants. This factor will be related to the size of the group, the focus of attention, and the timing of the activity.
8. Organization of program
   a. Course
   b. Workshop--if so, how long?
   c. Conference/institute
   d. Internship
   e. Study group (study and recommend)
   f. Project group (take action)

C. Activities to be Performed
1. Consultation
   get people informed and involved
2. Resource assessment
   determine helps and hindrances that will affect the development of your inservice program
3. Planning the inservice program

D. Techniques
1. Solicit from intended participants their views on what inservice should consist of (see C1)
   a. Interview
   b. Questionnaire, open-ended or closed
   c. Rating scale
2. Committee discussion, with follow-up to determine actual amount of help or hindrance and then action to enhance help or mitigate hindrance as desired (see C2)

E. 3. Committee discussion, action planning (what, how, who, when, where). Leader acts as committee chairperson. (see C3)

E. Issues/Problems to be Faced (p. 22)

1. The program must be seen as *reasonable*, *achievable*, and *desirable*, first by the steering committee and later by participants.

2. The steering committee must be *realistic* in its resource assessment, particularly of potential hindrances. They must recognize that some hindrances may be so strong that they will prevent any inservice program from succeeding. In that case, the hindrance must first be mitigated to a satisfactory degree or the inservice program should not be started.

3. Sometime a decision to go/not go must be made on the basis of considerations in addition to those involving expected change in participants. Often, the decision will be "go" even though the committee recognizes that the factors operating in that situation will prevent participants from achieving maximal development (e.g., too little time available). The steering committee must recognize the obvious effect of these factors on the outcomes that might reasonably be expected and should re-establish their objectives for the program. The revised objectives should be made available to program participants.

4. Consideration of the learning process is vital. (p. 22) Example: should the experiences be massed or spaced? Some forms of skill development lend themselves better to massed learning; others are best learned in a spaced fashion. Generally, the more specific the skill, the more it lends itself to spaced learning.

5. Territoriality must be taken into account. Whenever possible, the inservice program should take place where the participants work and in accord with their time requirements. If this proves impossible, the program should take place on "neutral" territory (e.g., a restaurant meeting room).

6. Consideration must be given to the most productive time for the program: time of day, of week, and of year.

ACTIVITY 3

COMPETENCY DEVELOPMENT: Knowledge of Inservice Modes

This activity is found on page 22 of the module.

This activity offers a simple, straightforward review of Tables 1 and 2 of the module. While brainstorming the possible benefits or losses from each inservice mode, participants will have to think about these modes.

It is likely that the participants will not be familiar with all of the modes listed. If any terms need an explanation, either refer the participants to the Appendix or describe them in your own terms.

For the planned exercise, divide the group into sub-groups of six to eight. Be sure each group chooses a recorder and that the recorder has plenty of paper or blackboard space to write on. Each group will probably attempt to out-do the other groups. Allow no more than ten minutes (less may be preferred) for the brainstorming and walk around so that each group feels your presence. Interfere only if absolutely necessary. When all results are posted, allow about five minutes for participants to see what the other groups developed.

III. Stage Three - Conducting the Inservice Program (pp. 24-27)

A. Issues/Problems to be Faced (p.24)

1. Who will conduct the inservice program?

a. The person responsible for the total program need not conduct each or any session.

b. The person conducting any one session must be recognized as competent to do so.

c. That person may be a current member of the guidance staff, a worker from a different discipline within the school/system, or someone from without the school/system.

2. Who will determine what will take place? (p. 24)

a. The steering committee should determine the outcomes desired from any one session or group of sessions.

b. The session leader should be informed of the desired outcomes and should accept them as a condition of employment.

c. The session leader should be free to select any activities s/he deems desirable to accomplish the outcome and within his/her range of competency.

d. The planned outline of activities should be made available to the steering committee sufficiently in advance of the session to permit the committee to discuss with the leader any concerns they might have.

3. What are the factors involved in determining the content and process of the program? (p. 24)

a. All of the factors listed in Tables 1 and 2 (pp 20, 21).

B. Selecting the Activities (p. 24)

1. The activities should be those the leader is competent to lead.

2. Activities should be selected for:

a. Optimal emotional impact

b. Optimal experiental impact

c. Multiple learning

3. The nature and/or characteristics of the participants must be kept in mind where activities are selected.

4. There should be provision for "lead-in" or warm-up activities as needed.

5. The leader must be flexible enough to change the planned program as her/his sense of group dictates.

6. Sequencing of activities is vital. The group should be mildly anxious, but not so anxious that it becomes rigid. The leader must be able to increase or reduce the anxiety level of the group as need indicates.

7. There should be a balance between concentration and variety (e.g., at the beginning of a session, the duration of concentrated exercises should not exceed 15 minutes).

C. Some Rules for Inservice Sessions (p. 25)

1. Keep introductory sessions short and simple.

2. Present an overview of the inservice program, but *do not* present an overview of all new concepts during the initial session.

3. Present only one new concept at a time.

4. Allow thinking time (to digest concept or skill).

5. Where activities involve skill development, have participants practice the newly-acquired skill until they have integrated it for themselves (to the extent that time will permit).

6. Allow opportunity for self-correction.

7. Provide plentiful support for each participant, particularly during skill development. Learn the current level of proficiency of that participant and help him/her set a reasonable and achievable level for development.

D. Assessment and Evaluation (pp. 25-27)

1. During the program:

a. Secure feedback. Leaders should hold regular evaluation and critique periods. Participants should have maximum opportunity to speak freely.

b. Whenever possible, audio or videotape sessions. Analyze these tapes later and incorporate your learnings for future work.

c. If more than one leader/facilitator is involved, they should hold debriefing and planning meetings after each session.

d. Maintain a diary. Refer to it during the inservice program, after evaluations are received, and when planning future programs.

2. After completion of the program:

a. The changes to be measured must relate directly to the expected outcomes of the program.

b. The means for securing data (e.g., the instrument to be employed) must be able to secure the desired measurements.

c. The timing of the measurement must be appropriate to the data sought (e.g., if on-the-job skill development is to be measured, data should be secured both before the person has undertaken the inservice program and a substantial time

after the person has had the opportunity to include the inservice knowledge into her/his work).

d. Data analysis should be appropriate to desired outcomes and to the data (e.g., a decision must be made concerning grouped or averaged returns versus analysis of individual returns).

e. Data collection methods

1) observation

2) interview

3) paper-and-pencil techniques

E. Program Revision (p. 27)

1. This step may include:

a. Elimination of the inservice program

b. Continuation of the inservice program with the same participants but with different purposes and/or activities.

c. Continuation of the inservice program with different participants but with the same purposes and activities.

d. Continuation of the inservice program with different participants and activities, but for the same purpose as before.

2. Decisions about revision require a return to Stage One - Problem Identification and a go/no-go decision. If the decision is to continue with an inservice program, all stages described in Stages in Development of Inservice Program should be followed.

ACTIVITIES 4 and 5

COMPETENCY DEVELOPMENT:

Sensitivity to Participants; Flexibility

This series of activities begins on page 28 of the module.

These two competencies are related. Sensitivity is important only as it translates into more effective behavior. Flexibility is one of the possible behavioral results. Flexibility cannot occur unless the person is sensitive and accurate. Hence, both are being considered together.

Split the group in half. One group will participate in Activity 4 while the other group serves as observers. During Activity 5, the two groups will reverse positions.

Look over the items on the Rating Scale--Moderator (page 33 in the module). Decide beforehand which of these items you will try to demonstrate effectively and which ineffectively. You will have to adjust your actions to the group, but it will help if you know beforehand what you are trying to do.

Hand out the slips of paper containing role descriptions to the participants. These are on pages 23-25 of your guide. Tell each person to role-play his/her own sex and to read into the role *only* the information found on the slip of paper. Answer all questions with "you decide."

Have participants read pages 28-29 of the module. Then have them look over the questionnaire results. Try not to entertain any questions (you can't answer them anyway).

Remind participants that they have 25 minutes in which to identify the problem(s). You serve as committee chairperson. Your functions are:

- to demonstrate the items on the rating scale, effectively or ineffectively
- to keep the group to the task of trying to identify one or more problems which the group can accept
- to keep the group from bogging down in dissension or hopelessness
- to stop at the end of 25 minutes

At the end of the time period, have each person, including yourself, complete one rating scale for the moderator and one for group members. Then have the groups reverse positions and begin Activity 5.

Select one of the problems identified in Activity 4. Tell the new group that its task is to plan an inservice program to resolve that problem. Hand out new role descriptions (duplicates of those you have already used). If there are less than 15 members in the group, eliminate roles starting with business and agency representatives, then administrators and teachers, lastly students and parents.

Lead the group through the following steps:

1. For this problem, what are the alternative choices for inservice action?
2. What resources (helping or hindering) exist?
3. Which alternative seems to offer the most promise?
4. What action should be taken?
5. Who will do it?
6. When will it be done?
7. How should the responsible person(s) put the action into effect?

While leading the group, remember to demonstrate both effective and ineffective behaviors relevant to the Rating Scale--Moderator. Try to demonstrate some nonverbal cues at variance with your verbal behavior.

At the end of 25 minutes terminate the activity and have participants and observers again complete each rating scale.

Now tally the ratings for Activity 4, first for the Coordinator and then for the group. It would be helpful if you had prepared beforehand a large blow-up of each scale so that all you need do is tally them at this time. Ask participants to hand in one copy of each rating and suggest that they enter the group tally on their copies for later study.

Repeat the process for Activity 5. Allow time for discussion. If necessary, demonstrate specific behaviors to illustrate the difference between effective and ineffective examples.

The role statements indicate which behavior is to be played in each role. If a group member agrees with the assigned behavior two-thirds of the time (e.g., 6 of 9, 10 of 15) accept the responses as satisfactory. If agreement is less than two-thirds, discuss the situation with that person. You may wish to suggest some ways for that person to increase his/her degree of sensitivity.

If, in your judgment, a role-player does not demonstrate the assigned behavior adequately, either eliminate that item or accept any response you deem satisfactory for the demonstrated behavior.

ROLES TO BE PLAYED IN PROBLEM IDENTIFICATION COMMITTEE

Counselors - - - - - - - - 2
School Psychologist - - - 1
Parents - - - - - - - - - - 2
Students - - - - - - - - - 3
Teachers - - - - - - - - - 2
Administrator - - - - - - 1
Public Community Agency - 1
Private Community Agency - 1
Business - - - - - - - - - 2

ROLES - PROBLEM IDENTIFICATION

You are a counselor in Marchkill High School. You firmly believe that students need to understand themselves and to identify their values before they can plan or make decisions. The school does little to help student self-knowledge; you think this should be a priority function. You stand up for your position, stating your case as clearly and fairly as you can without being aggressive.

You are a counselor in Marchkill High School. You believe that students need to know their aptitudes, abilities, and interests and then must be able to relate this knowledge to possible jobs and careers. You believe that others will understand and accept this point of view if you repeat it often enough.

You are a school psychologist, serving the entire Marchkill School District. You believe that a person seeks a way to manifest his/her own personality in a career. Thus, students must understand their personality dynamics, coping behaviors, and needs in order to determine career directions. However, you are an understanding person and see the merit in each point of view as it is presented.

You are a parent of three children, two of whom have already graduated from Marchkill High School. Neither of the older children seem to know what kind of work s/he wants for a career. The oldest child started college but dropped out after a year. You are determined that your youngest child will have a firm direction in life. You will accept no compromise or deviation from this position. You are rigid on this point.

You are a parent of two children, one in high school, one in elementary school. You are active in community affairs and have been asked by a community group to represent them. They are concerned because young people don't seem to respect their elders any more. You don't share their concern but you understand what they are referring to. You don't want to offend anyone by opposing them but when you do, you become conciliatory and willingly withdraw from your position.

You are a senior at Marchkill High School. You are planning to go to college, but inside you know you really don't know what to do after you graduate and that college seems like a safe cop-out. You are angry at the school guidance staff for letting you get in this position. You are going to use this opportunity to tell everyone else what to do. You are aggressive and domineering.

You are a junior at Marchkill High School. You get a lot of satisfaction from talking to your counselor about different topics. Your school grades are good and you are looked up to by other students. You are task-oriented and you want this committee to achieve the goal set by the Moderator.

You are a sophomore at Marchkill High School. You achieve well in school but you feel lonely because you're not "in" with a group that you like. You worry about the future of the world. You are easily hurt if another person doesn't speak gently to you or seems to be attacking you.

You are a mathematics teacher at Marchkill High School. The students just don't seem to be applying themselves the way they used to. Enrollment in the elective mathematics courses has dropped drastically. Most students don't seem to be able to perform simple computations accurately. You worry about the future of your country if its citizens no longer possess the basic mathematical tools. You believe that the best way to attack a problem and achieve a goal is to analyze it.

You are a history teacher at Marchkill High School. You are fascinated with the forces that have operated in the past to determine the course of nations and with the observation and analysis of the forces currently operating. You think that if students could see themselves as part of these dynamic forces, acting on them and being acted upon by them, they would have a sense of self and of purpose in this society. You are able to understand other points of view and to see the merit in them.

You are the assistant principal in charge of student services at Marchkill High School. You are responsible for student discipline and for guidance services, as well as for a host of other duties. Every moment you spend away from your office means more work for you when you return, but you have been assigned to this committee by the principal. Because of this

time pressure, you are willing to give up any position, including your own, if by so doing you can cut down the time spent on this committee.

You are a social worker at a family service agency. You are aware of the difficulties young people face when their families are disrupted. You know that such youngsters often expend most of their energy just trying to keep from falling apart and thus have little energy available to plan ahead or to think about jobs. Others don't have your vantage point and don't understand, so you must repeat the problem until they do understand.

You represent a social agency funded by a foundation. Your agency offers counseling services, including vocational counseling, to all who ask. You are aware of the many people who come to your agency dissatisfied with themselves, but unaware of what to do to change themselves or their circumstances. You'd like to see people leave high school with greater coping skills. You are task-oriented and want to help this committee achieve the goal set by the moderator.

You are personnel manager at a local industry. You have worked with school personnel before on a variety of committees. You welcome school counselors on plant visits because you think it helps them understand industry better. You are appalled at the number of high school graduates who apply for jobs at your plant who don't seem to know the simple fundamentals of English or math. You think best analytically, so you want to help the committee by analyzing the situation to decide how to function.

You are the owner of a small, thriving business. You started the enterprise and expanded it through your drive and ability. You would like to help young people to do the same. You are assertive without being aggressive.

ACTIVITY 6

COMPETENCY DEVELOPMENT: LISTENING, PARAPHRASING

This competency has been left for the last because it is one in which many persons have already participated. If time is short, you may wish to omit this set of activities.

Read the passage that follows to the group. It should take you four to five minutes. Deliver the passage as if it were a lecture you were giving. When you have finished, ask the participants to evaluate each of the statements on page 38 of the module in terms of what you have just said. (You should complete the rating scale before the workshop and have a copy of your own ratings with you.) Remind participants that their evaluation of the statements is in no way a test of them.

Tally the responses. Call attention to the range of responses in any of the items and relate them to the different ways in which people listen and to the effects of mind sets upon perception. Remember: You are not interested in accuracy as much as in diversity of response.

Have the participants form into triads. If the group is not divisible by three, form one or two sets of four each and use two observers. The time limits in this exercise are very restricted, so you will have to watch the time closely. Follow the limits stated in the module.

Upon completion of the exercise, have participants change roles and repeat. Repeat for a third time. In the sets of four, two persons will not have the opportunity to play all three roles.

Upon completion of the third exercise, have participants complete the form on page 29 of the Coordinator's Guide. Make sure you have enough copies for each group.

Listening/Paraphrasing Activity
(to be read aloud)

An important element of listening is total acceptance of the person speaking. Specific skills are required to be an effective listener. These skills can be acquired by nonprofessionals as well as professionals.

One of these skills concerns your behavior when you are "listening" to another person. Think of some of the behaviors of other people that indicate to you that they are being attentive? Which ones indicate inattention?

Another set of skills requires knowing the difference between constructive and destructive responses. Generally, destructive responses indicate nonacceptance to the other person. They include such types of responses as: advising, praising, interpreting, and reassuring. Constructive responses indicate an understanding of what that other person is trying to say, an acceptance that what s/he is saying is important to that person, and a belief in the capacity of that person to handle the situation.

It is important to understand that most messages are conveyed at two levels of perception and often with two types of meanings. One level is the open level: what is said or done. That can be observed directly. There is also a hidden level that conveys what a person intends by what s/he has said or done. The open level often conveys one type of meaning, covering the *content* of the message, while the hidden level often conveys the *feeling* involved in the speaker's intentions.

There are two media to convey messages: verbal and nonverbal. Both are usually involved in any one message. The verbal message is usually conscious and intended to convey a pre-determined meaning. The nonverbal message is far less conscious, yet it also conveys an accurate picture, usually of the emotional state and/or intent of the speaker.

The listener must try to convey to the speaker his/her understanding of the speaker's message. Paraphrasing is one technique that is useful to convey understanding.

Paraphrasing consists of saying back to the speaker the essence of the speaker's message. It may refer to the content or to the feeling,

to the open or hidden level, or to the verbal or nonverbal message of the speaker. A paraphrase should be concise and direct and should deal with what the listener believes to be the most important single message that s/he received from the speaker's last statement. An accurate paraphrase is usually followed by the speaker's indication of agreement and desire to say more. An inaccurate paraphrase is usually followed by some breakdown in the communication process, either by stoppage of the speaker's flow or by moving off on a tangent.

LISTENING/PARAPHRASING

Person	Speaker	Listener	Observer
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

Scale - 1 - accurate, concise paraphrase

2 - overly long and/or less accurate with respect to content or feelings of message

3 - repetition of words without clarification of meaning or completely inaccurate and/or excessively verbose

SELF-RATING SCALE

	Yes	No
1. Did you find that you had difficulty listening to others during the exercises?	___	___
2. Did you find that you had difficulty formulating your thoughts and listening at the same time?	___	___
a. Forgetting what you were going to say?	___	___
b. Not listening to others.	___	___
c. Rehearsing your response.	___	___
3. When others paraphrased your remarks, did they do it in a shorter, more concise way?	___	___
4. Did you find you were not getting across what you wanted to say?	___	___
5. Did the manner of presentation by others affect your listening ability?	___	___

Objective 1

List in writing the sequence or stages you would go through to develop an inservice program and at least three issues/problems for each.

Stage One - Problem Identification

Issues/problems to be faced

1. Likely lack of real (as contrasted to verbal) support by the administration.

2. Likely resistance by guidance staff.

3. Possibility that supportive techniques generally used by the administration (e.g., fiat, manipulation) may increase resistance by guidance staff.

4. General lack of knowledge of how to help guidance staff develop through inservice.

5. Need for all target groups to feel involved and important from the beginning.

6. Possibility that other target groups will use the situation as an opportunity to "whip" guidance staff.

Stage Two - Program Development

Issues/problems to be faced

1. The program must be seen as *reasonable*, *achievable*, and *desirable*, first by the steering committee and later by participants.

2. The steering committee must be *realistic* in its resource assessment, particularly of potential hindrances. They must recognize that some hindrances may be so strong that they will prevent any inservice program from succeeding. In that case, the hindrance must first be mitigated to a satisfactory degree or the inservice program should not be started.

3. Sometimes a decision to go/not go must be made on the basis of considerations in addition to those involving expected change in participants. Often, the decision will be "go" even though the committee recognizes that the factors operating in that situation will prevent participants from achieving maximal development (e.g., too little time available). The steering committee must recognize the obvious effect of these factors on the outcomes that might reasonably be expected and should re-establish their objectives for the program. The revised objectives should be made available to program participants.

4. Consideration of the learning process is vital. Example: should the experiences be massed or spaced? Some forms of skill development lend themselves better to massed learning; others are best learned in a spaced fashion. Generally, the more specific the skill, the more it lends itself to spaced learning.

5. Territoriality must be taken into account. Whenever possible, the inservice program should take place where the participants work and in

accord with their time requirements. If this proves impossible, the program should take place on "neutral" territory (e.g, a restaurant meeting room).

6. Consideration must be given to the most productive time for the program: time of day, of week, and of year.

Stage Three - Conducting the Inservice Program

Issues/problems to be faced

1. Who will conduct the inservice program?

The person responsible for the total program need not conduct each or any session.

The person conducting any one session must be recognized as competent to do so.

That person may be a current member of the guidance staff, a worker from a different discipline within the school/system, or someone from outside the school/system.

2. Who will determine what will take place?

The steering committee should determine the outcomes desired from any one session or group of sessions.

The session leader should be informed of the desired outcomes and should accept them as a condition of employment.

The session leader should be free to select any activities s/he deems desirable to accomplish the outcome and within his/her range of competency.

The planned outline of activities should be made available to the steering committee sufficiently in advance of the session to permit the committee to discuss with the leader any concerns they might have.

3. What are the factors involved in determining the content and process of the program?

All the factors listed in Tables 1 and 2 (pp. 20, 21 of the module).

Objective 2

Participants should identify at least five of the following, or similar issues:

Resistance by guidance staff

Teachers and guidance staff will use the situation to oppose the superintendent

Building administration may not support inservice program

Parent and community representatives may use the situation to carry on fight with superintendent

Will money be available if needed for an inservice program?

How much follow-up support will be provided?

Is it possible to get diverse groups to work together in this situation?

Whose problem is being solved by a career guidance inservice program?

Objective 3

Accept any eight, with one benefit and one loss for each.

Lecture	Interview
Discussion	Demonstration
Reading	Self-Improvement Group
Audiovisual Materials	Self-Improvement Group
Field Trip	Role-Playing
Intervisitation	Directed Practice

Objective 4

Accept any rating that agrees with two-thirds or more of the assigned behaviors.

See the Rating Scales following.

Objective 5

A rating of 1 is considered successful. The self rating is not scored. It follows the Rating Scales.

Objective 4

Rating Scale - Moderator (Activity 4)

	Yes	No	Not Applicable or Don't Know
1. Did the Moderator introduce this session adequately? Did s/he explain:			
a. the rationale for the selection and sequencing of the activities in this session?	___	___	___
b. the part each participant is expected to fulfill?	___	___	___
c. the purposes to be achieved by these activities?	___	___	___
2. Did the Moderator try to get each participant to state what s/he thought was the problem(s)?	___	___	___
3. Was the Moderator aware of the actions of group members while they were engaged in the activity (e.g., those mentioned in the rating scale - group members)?	___	___	___
4. Did the Moderator modify activities to adjust to group reactions?	___	___	___
5. Did the Moderator show any signs of responding to her/his own internal pressure (e.g., anxiety) rather than to the group?	___	___	___

_____

Your Name

Objective 4

Rating Scale - Moderator (Activity 5)

	Yes	No	Not Applicable or Don't Know
1. Did the Moderator introduce this session adequately? Did s/he explain:			
a. the rationale for the selection and sequencing of the activities in this session?	___	___	___
b. the part each participant is expected to fulfill?	___	___	___
c. the purposes to be achieved by these activities?	___	___	___
2. Did the Moderator try to get each participant to state what s/he thought was the problem(s)?	___	___	___
3. Was the Moderator aware of the actions of group members while they were engaged in the activity (e.g., those mentioned in the rating scale - group members)?	___	___	___
4. Did the Moderator modify activities to adjust to group reactions?	___	___	___
5. Did the Moderator show any signs of responding to her/his own internal pressure (e.g., anxiety) rather than to the group?	___	___	___

_____

Your Name

Objective 4

Rating Scale - Group Members (Activity 4)

Each of the role-players was asked to demonstrate a type of behavior. Listed below are the behaviors that were supposed to be demonstrated.

aggressive (attacks others, domineering)
analytic (tries to analyze problem to make it more solvable)
assertive (states position clearly, fairly, and firmly)
conciliatory (gives up own position; tries to appease)
hurt (takes offense or gets hurt easily)
repetitive (continually repeats same arguments)
rigid (no compromise or deviation in position)
task-oriented (wants to get assigned task accomplished as quickly and effectively as possible
understanding (sees the merit in all points of view)

If your group numbered less than nine, one or more of these behaviors was not demonstrated. If your group numbered more than nine, one or more of these behaviors was duplicated.

Listed below are the 15 roles that could have been played in this activity. For each role played, write down the behavior that you think that role-player was demonstrating.

Role	Behavior
counselor - values	_____
counselor - interests/aptitudes	_____
school psychologist	_____
parent - 3 children	_____
parent - 2 children	_____
senior student	_____
junior student	_____
sophomore student	_____
teacher - mathematics	_____
teacher - history	_____
assistant principal	_____
social worker - family service agency	_____
foundation social agency representative	_____
personnel manager	_____
owner, small business	_____

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_____
Your Name

Objective 4

Rating Scale - Group Members (Activity 5)

Each of the role-players was asked to demonstrate a type of behavior. Listed below are the behaviors that were supposed to be demonstrated.

aggressive (attacks others, domineering)
analytic (tries to analyze problem to make it more solvable)
assertive (states position clearly, fairly, and firmly)
conciliatory (gives up own position; tries to appease)
hurt (takes offense or gets hurt easily)
repetitive (continually repeats same arguments)
rigid (no compromise or deviation in position)
task-oriented (wants to get assigned task accomplished as quickly and effectively as possible
understanding (sees the merit in all points of view)

If your group numbered less than nine, one or more of these behaviors was not demonstrated. If your group numbered more than nine, one or more of these behaviors was duplicated.

Listed below are the 15 roles that could have been played in this activity. For each role played, write down the behavior that you think that role-player was demonstrating.

Role	Behavior
counselor - values	_____
counselor - interests/aptitudes	_____
school psychologist	_____
parent - 3 children	_____
parent - 2 children	_____
senior student	_____
junior student	_____
sophomore student	_____
teacher - mathematics	_____
teacher - history	_____
assistant principal	_____
social worker - family service agency	_____
foundation social agency representative	_____
personnel manager	_____
owner, small business	_____

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_____
Your Name

Objective 5

LISTENING/PARAPHRASING

Person	Speaker	Listener	Observer
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

Scale - 1 - accurate, concise paraphrase

2 - overly long and/or less accurate with respect to content or feelings of message

3 - repetition of words without clarification of meaning or completely inaccurate and/or excessively verbose

SELF-RATING SCALE

	Yes	No
1. Did you find that you had difficulty listening to others during the exercises?	___	___
2. Did you find that you had difficulty formulating your thoughts and listening at the same time?	___	___
a. Forgetting what you were going to say?	___	___
b. Not listening to others.	___	___
c. Rehearsing your response.	___	___
3. When others paraphrased your remarks, did they do it in a shorter, more concise way?	___	___
4. Did you find you were not getting across what you wanted to say?	___	___
5. Did the manner of presentation by others affect your listening ability?	___	___